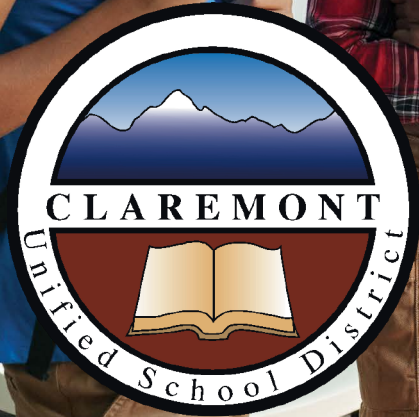


THE CUSD *Commitment*



CLAREMONT UNIFIED SCHOOL DISTRICT STRATEGIC PLAN 2022-2027



THE CUSD *Commitment*

THE CUSD COMMITMENT ensures the Claremont Unified School District remains dedicated to academic and organizational excellence on behalf of our students, employees, families, and community members. It guides our decision-making and outlines our plan to offer all students a high-quality educational experience.

THE CUSD COMMITMENT would not exist without the hard work of our dedicated employees. They act as the heartbeat that brings *THE CUSD COMMITMENT* to life as they align their work to our organization's unique purpose, core values, and focus areas each and every day.

PURPOSE

The Reason We Exist

Igniting curiosity, strengthening resilience, and inspiring excellence to empower each student's academic journey.



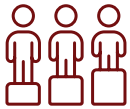
CORE VALUES

What We Stand For



EXCELLENCE

We provide a high quality, rigorous, and relevant educational experience for all students.



EQUITY

We equip each student with differentiated resources to support the whole child and their academic success.



INNOVATION

We foster critical thinking, creativity, and ingenuity to prepare students for their future.



INTEGRITY

We demonstrate honesty, dependability, good judgment, and respect in all that we do.

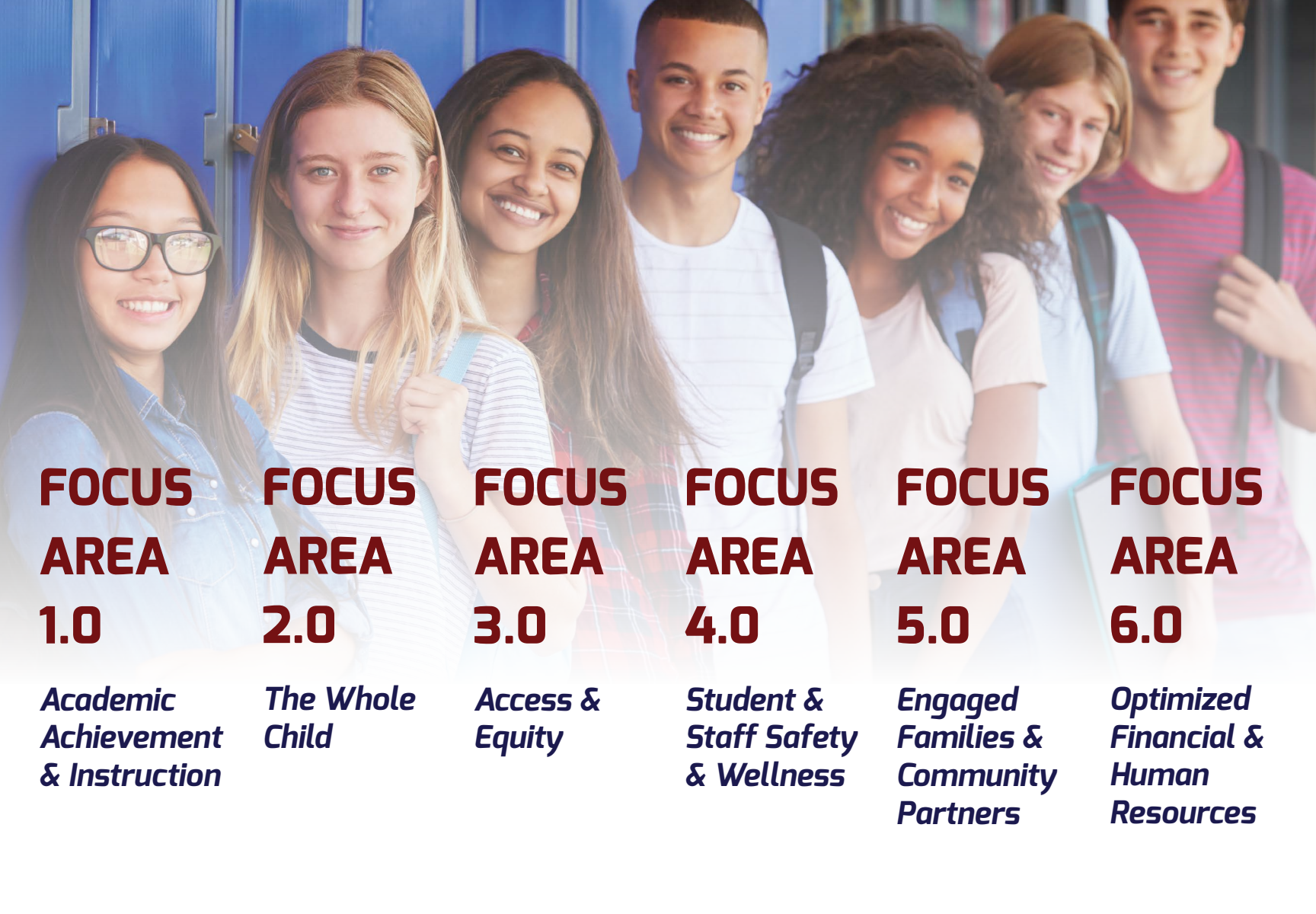
HOW WE ACHIEVE OUR PURPOSE

SIX FOCUS AREAS

The Claremont Unified School District's purpose is to ignite curiosity, strengthen resilience, and inspire excellence to empower each student's academic journey. This purpose was developed through a clear understanding of what is important to our educational partners.

THE CUSD COMMITMENT outlines six FOCUS AREAS created to drive the direction of our district. These areas are the essential pillars that reinforce our commitment to providing an exceptional educational experience for all students.

Each FOCUS AREA includes INITIATIVES that guide employees as they utilize our resources. These strategies are the methods used to support our purpose and achieve academic and organizational excellence.



**FOCUS
AREA**

1.0

*Academic
Achievement
& Instruction*

**FOCUS
AREA**

2.0

*The Whole
Child*

**FOCUS
AREA**

3.0

*Access &
Equity*

**FOCUS
AREA**

4.0

*Student &
Staff Safety
& Wellness*

**FOCUS
AREA**

5.0

*Engaged
Families &
Community
Partners*

**FOCUS
AREA**

6.0

*Optimized
Financial &
Human
Resources*



FOCUS AREA 1.0

ACADEMIC ACHIEVEMENT AND INSTRUCTION

CUSD maintains a relentless focus on achieving excellence. We expect all students to sustain and build upon academic achievement on their journey to college and career readiness. We are committed to engaging each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. Additionally, we provide students with opportunities for enrichment to expand their educational experience and an instructional program that promotes lifelong habits of inquiry and innovation.

Strategies to Support Academic Achievement and Instruction

1.1 Commit with fidelity to districtwide initiatives that support the teaching of content area standards and curriculum, including but not limited to:

Arts Integration

Instructional Technology

International Baccalaureate Middle Years Programme

Kagan Cooperative Learning Structures

Path to Proficiency

Positive Behavioral Interventions and Supports (PBIS)

Social-Emotional Support Programs

Thinking Maps

Write from the Beginning and Beyond

FOCUS AREA 1.0

ACADEMIC ACHIEVEMENT AND INSTRUCTION



Strategies to Support Academic Achievement and Instruction (continued)

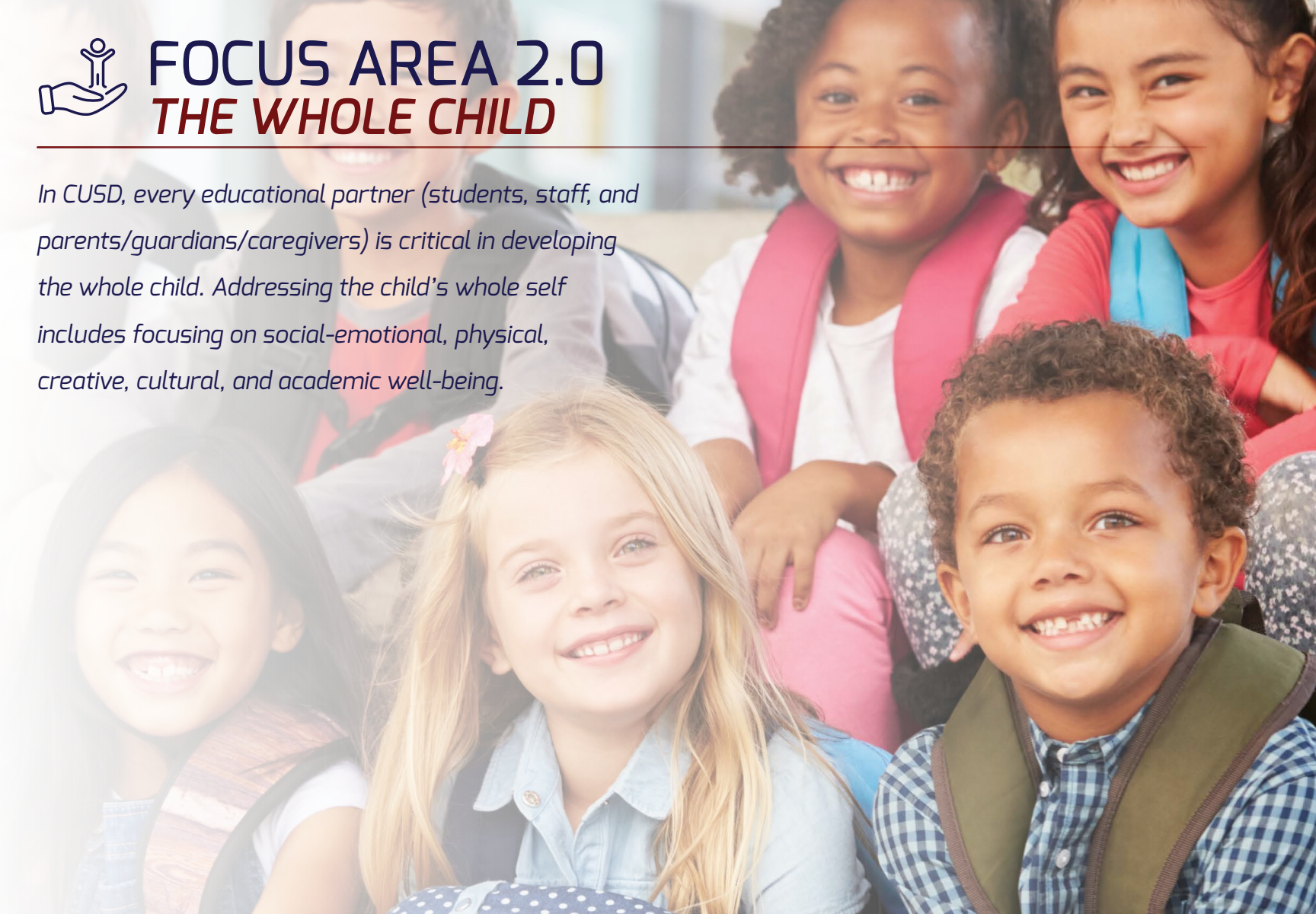
- 1.2 Collaborate in Data-Driven Decision-Making Teams to determine viable curriculum, create common assessments, and analyze results to inform and modify instruction
- 1.3 Prepare students to enter college and seek career opportunities upon graduation through access to rigorous and relevant coursework and real-world experiences
- 1.4 Increase awareness and expand Career Technical Education Pathway opportunities that prepare all students for college and career readiness
- 1.5 Deliver targeted support and intervention for all students to narrow the achievement gap through evidence-based instructional strategies and differentiated instruction
- 1.6 Implement with fidelity designated and integrated English Language Development strategies to promote successful academic language acquisition and content mastery for English learners
- 1.7 Provide safe digital environments that empower learners to be creators of meaningful work who contribute responsibly to a changing world
- 1.8 Implement comprehensive leadership development for students, teachers, support staff, and administrators
- 1.9 Continue to expand academic courses and rigor at the intermediate level



FOCUS AREA 2.0

THE WHOLE CHILD

In CUSD, every educational partner (students, staff, and parents/guardians/caregivers) is critical in developing the whole child. Addressing the child's whole self includes focusing on social-emotional, physical, creative, cultural, and academic well-being.



FOCUS AREA 2.0

THE WHOLE CHILD



Strategies to Support The Whole Child

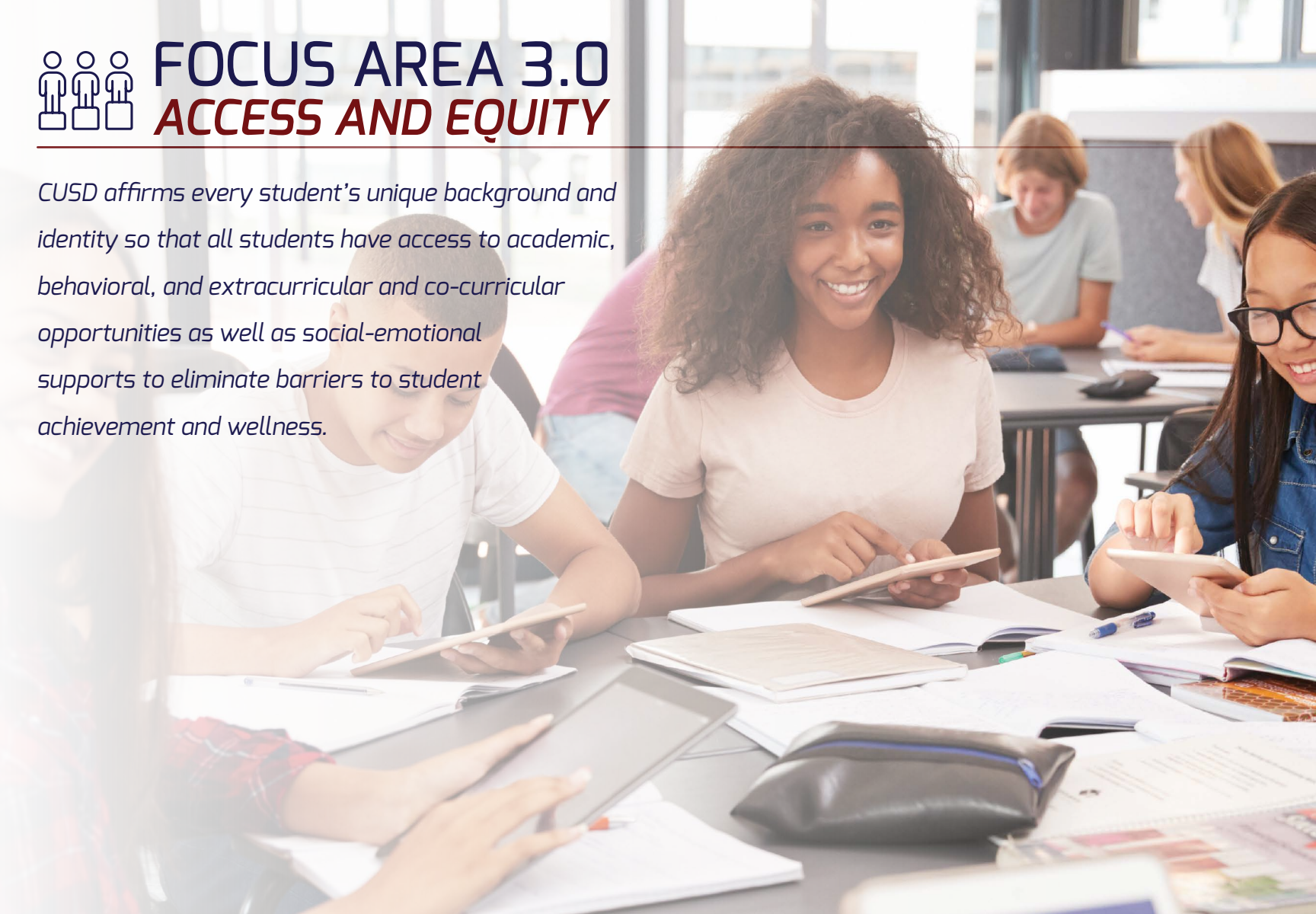
- 2.1 Increase options for students to equitably participate in extracurricular and co-curricular activities during and after school
- 2.2 Enhance visual and performing arts opportunities and experiences to appeal to a wide range of TK-12 students
- 2.3 Examine secondary scheduling and other barriers to address athletic/activity participation and academic conflicts
- 2.4 Expand digital literacy education to support responsible social media usage at elementary and secondary levels
- 2.5 Explore opportunities to implement and sustain financial literacy instruction and career development at elementary and secondary levels
- 2.6 Create additional opportunities for leadership development and the inclusion of student voices in school and district initiatives
- 2.7 Evaluate, develop, and promote district programs to attract and retain students



FOCUS AREA 3.0

ACCESS AND EQUITY

CUSD affirms every student's unique background and identity so that all students have access to academic, behavioral, and extracurricular and co-curricular opportunities as well as social-emotional supports to eliminate barriers to student achievement and wellness.



Strategies to Support Access and Equity

- 3.1 Honor each student's unique background and identity by protecting against marginalization, stigma, or exclusion, based on race, religion, gender, gender identity, sexual orientation, national origin, ancestry, or disability
- 3.2 Implement systematic and ongoing professional development that includes culturally responsive teaching, inclusive language, and restorative practices
- 3.3 Provide a multi-tiered system that identifies, develops, and maintains academic, behavioral, and social-emotional supports to meet the needs of culturally and linguistically diverse students and students with disabilities
- 3.4 Articulate and communicate to all students, staff, and families available TK-12 academic pathways to college and career readiness that include prerequisites, courses, and enrollment options
- 3.5 Evaluate academic pathways to eliminate barriers and encourage participation for culturally and linguistically diverse students and students with disabilities
- 3.6 Ensure access to and implementation of social-emotional learning and enrichment activities that support culturally and linguistically diverse students and students with disabilities



FOCUS AREA 4.0

STUDENT AND STAFF SAFETY AND WELLNESS

Safety and wellness are essential components of an environment that is conducive to teaching and learning. CUSD fosters a culture that promotes educated and healthy choices to support student and staff well-being.



FOCUS AREA 4.0

STUDENT AND STAFF SAFETY AND WELLNESS



Strategies to Support Student and Staff Safety and Wellness

- 4.1 Develop K-12 drug, alcohol, tobacco, and vaping prevention and intervention strategies that support healthy decision-making
- 4.2 Establish clear communication practices, including universal emergency protocols, at each school site and the district office
- 4.3 Support and communicate student and staff wellness resources and remove barriers associated with access to mental health services
- 4.4 Ensure campus safety, enhance supervision throughout the school day and at school sponsored events as appropriate, and evaluate and refine the role of the School Resource Officer (SRO)
- 4.5 Integrate social-emotional learning into classroom instruction and provide curriculum to further develop student wellness and resilience
- 4.6 Promote awareness of available resources and utilize strategies to meet individual student's basic needs



FOCUS AREA 5.0

ENGAGED FAMILIES & COMMUNITY PARTNERS

In CUSD, we are committed to ensuring that family engagement is inclusive by enhancing and valuing the diverse perspectives of our educational partners. We establish an integrated approach by connecting and aligning home and school as we empower families to support student success. We leverage our community partners and communicate the opportunities and resources available for students, staff, and families.



FOCUS AREA 5.0

ENGAGED FAMILIES & COMMUNITY PARTNERS



Strategies to Support Engaged Families and Community Partners

- 5.1 Optimize communication efforts to improve and ensure consistency in promoting, messaging, and branding, utilizing various communication platforms including the district's website
- 5.2 Increase awareness regarding resources and services to engage families and support student success at all schools, including student transitions from elementary school to intermediate school and intermediate school to high school
- 5.3 Expand opportunities for students, staff, and families to participate in committees that strive to ensure advocacy and engagement in decision-making processes
- 5.4 Strengthen partnerships with colleges, universities, and community organizations to build capacity and meet the diverse needs of students and families
- 5.5 Expand and coordinate services to support students who are experiencing homelessness or are in foster care
- 5.6 Utilize all available data to guide informed decision-making districtwide to promote family and community engagement

FOCUS AREA 6.0

OPTIMIZED FINANCIAL & HUMAN RESOURCES



CUSD effectively maximizes human and financial resources to support every student's educational journey. Human Resources and Business Services commit to ensuring excellence in every interaction and providing students and staff with the necessary resources to achieve the district's strategic plan.

DR. BRETT O'CONNOR
STUDENT CENTER

FOCUS AREA 6.0

OPTIMIZED FINANCIAL & HUMAN RESOURCES



Strategies to Support Optimized Financial and Human Resources

- 6.1 Maintain a balanced budget that aligns with the district's strategic plan
- 6.2 Recruit, hire, support, and retain exceptional staff who reflect CUSD's core values and are increasingly representative of student demographics
- 6.3 Refine and communicate Human Resources and Business Services processes to enhance efficiency and effectiveness
- 6.4 Enhance the student meal experience by offering fresh, nutritious, and appealing options
- 6.5 Upgrade and maintain safe and clean facilities that support student learning

The History of the Claremont Unified School District

Claremont Grammar School first opened in 1890. It occupied a general land office building located opposite the original Santa Fe Train Depot. It served 68 children in the small town surrounded by citrus groves sprawling over the foothills.

The Claremont School District was established in 1892. Claremont High School was opened in 1911 and the district was renamed the Claremont Unified School District in 1936. It was one of the first school districts in California to combine high school and elementary programs in one district. The one elementary school site served students in the city until the early 1950s when the school was renamed Sycamore Elementary School.

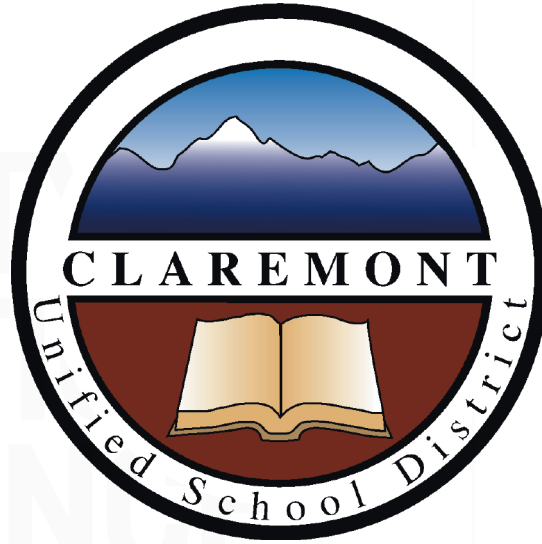
As the citrus groves shrank and the suburban neighborhood grew, the 1950s saw the construction of three schools, Oakmont, Vista del Valle, and Eleanor Condit Elementary Schools. In the 1960s, Mountain View, Sumner, Danbury, and Chaparral Elementary Schools, El Roble Intermediate School, and a new Claremont High School were built.

OUTSTANDING PROGRAMS AND ACHIEVEMENTS

- California Green Ribbon School District
 - California Distinguished Schools
 - California Honor Roll Schools
 - California Gold Ribbon School
 - California Model Continuation High School
 - Apple Distinguished Schools
 - Positive Behavioral Interventions and Supports - Implementation Platinum Award
 - Positive Behavioral Interventions and Supports - Implementation Gold Award
 - Campaign for Business and Education Excellence Schools
 - California Pivotal Practice Award
 - A California Exemplary Arts Education Program School
 - Award-Winning Visual and Performing Arts, Speech and Debate, and Sports Programs
 - Child Development Program - Preschool
 - Quality Rating and Improvement System (QRIS)
 - International Baccalaureate (IB) Programme
 - International Baccalaureate (IB) Middle Years Programme
 - Advanced Placement (AP) Program
 - AVID Program
 - Elementary Dual Language Immersion Program (Spanish-English)
 - Adult School Program
 - Career Technical Education
 - Regional Occupational Program
- 
- A photograph of two young boys in a classroom setting, smiling and engaged in a project. They are working on a robot, which has a large black and yellow wheel and various sensors. The boy on the left is wearing a light blue shirt, and the boy on the right is wearing a yellow and grey striped shirt. The background is slightly blurred, showing other students and classroom equipment.







THE CUSD
Commitment

CLAREMONT UNIFIED SCHOOL DISTRICT STRATEGIC PLAN 2022-2027